Smart Skies			
2008 Mathematics			
Core Curriculum Content Standards			
New Jersey Mathematics			
Grade 5			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NJ	MA.5.4.2.5 A.1.a	Understand and apply concepts involving lines and angles. Notation for line, ray, angle, line segment
Fly by Math	NJ	MA.5.4.2.5 A.1.b	Properties of parallel, perpendicular, and intersecting lines
Fly by Math	NJ	MA.5.4.3.5 B.2	Graph points satisfying a function from T-charts, from verbal rules, and from simple equations.
Fly by Math	NJ	MA.5.4.5 F.2	Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
Line Up with Math	NJ	MA.5.4.2.5 A.1.a	Understand and apply concepts involving lines and angles. Notation for line, ray, angle, line segment
Line Up with Math	NJ	MA.5.4.2.5 A.1.b	Properties of parallel, perpendicular, and intersecting lines
Line Up with Math	NJ	MA.5.4.3.5 B.2	Graph points satisfying a function from T-charts, from verbal rules, and from simple equations.
Line Up with Math	NJ	MA.5.4.3.5 C.2.a	Draw freehand sketches of graphs that model real phenomena and use such graphs to predict and interpret events. Changes over time

Smart Skies			
2008 Mathematics			
Core Curriculum Content Standards			
New Jersey Mathematics			
Grade 6			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NJ	MA.6.4.2.6 A.1.a	Understand and apply concepts involving lines and angles. Notation for line, ray, angle, line segment
Fly by Math	NJ	MA.6.4.2.6 A.1.b	Properties of parallel, perpendicular, and intersecting lines
Fly by Math	NJ	MA.6.4.5 F.2	Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
Line Up with Math	NJ	MA.6.4.2.6 A.1.a	Understand and apply concepts involving lines and angles. Notation for line, ray, angle, line segment
Line Up with Math	NJ	MA.6.4.2.6 A.1.b	Properties of parallel, perpendicular, and intersecting lines
Line Up with Math	NJ	MA.6.4.2.6 D.5	Use measurements and estimates to describe and compare phenomena.

Line Up with Math	NJ	MA.6.4.3.6 C.2.a	Draw freehand sketches of graphs that model real phenomena and use such graphs to predict and interpret events. Changes over time
Line Up with Math	NJ	MA.6.4.3.6 C.2.c	Rates of change (e.g., when is plant growing slowly/rapidly, when is temperature dropping most rapidly/slowly)
Smart Skies			
2008 Mathematics			
Core Curriculum Content Standards			
New Jersey Mathematics			
Grade 7			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NJ	MA.7.4.2.7 C.1	Use coordinates in four quadrants to represent geometric concepts.
Fly by Math	NJ	MA.7.4.4.7 A.1.a	Type of display most appropriate for given data
Fly by Math	NJ	MA.7.4.5 F.2	Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
Line Up with Math	NJ	MA.7.4.2.7 C.1	Use coordinates in four quadrants to represent geometric concepts.
Line Up with Math	NJ	MA.7.4.3.7 C.1	Analyze functional relationships to explain how a change in one quantity can result in a change in another, using pictures, graphs, charts, and equations.
Smart Skies			
2008 Mathematics			
Core Curriculum Content Standards			
New Jersey Mathematics			
Grade 8			
Activity/Lesson	**State**	**Standards**	
Fly by Math	NJ	MA.8.4.2.8 C.1	Use coordinates in four quadrants to represent geometric concepts.
Fly by Math	NJ	MA.8.4.2.8 D.6	Solve problems that involve compound measurement units, such as speed (miles per hour), air pressure (pounds per square inch), and population density (persons per square mile).
Fly by Math	NJ	MA.8.4.4.8 A.1.a	Type of display most appropriate for given data
Fly by Math	NJ	MA.8.4.4.8 A.4	Use surveys and sampling techniques to generate data and draw conclusions about large groups.
Fly by Math	NJ	MA.8.4.5 F.1	Use technology to gather, analyze, and communicate mathematical information.
Fly by Math	NJ	MA.8.4.5 F.2	Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
Line Up with Math	NJ	MA.8.4.2.8 C.1	Use coordinates in four quadrants to represent geometric concepts.

Line Up with Math	NJ	MA.8.4.2.8 D.6	Solve problems that involve compound measurement units, such as speed (miles per hour), air pressure (pounds per square inch), and population density (persons per square mile).
Line Up with Math	NJ	MA.8.4.3.8 B.2	Recognize and describe the difference between linear and exponential growth, using tables, graphs, and equations.
Line Up with Math	NJ	MA.8.4.3.8 C.1	Analyze functional relationships to explain how a change in one quantity can result in a change in another, using pictures, graphs, charts, and equations.